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QA digitalization: lessons learnt by NAQA (Ukraine)

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Lessons learnt concerning the digitalization of QA processes

- Remote site-visit is appropriate alternative to regular face-to-face site-visit (400 regular site-visits vs 1100 remote)
- Improving digital competencies of expert panel, Agency staff, University representatives - Additional training for experts is required (more than 100 trainings during 2020)
- Supportive communication with stakeholders is critically important in emergency times - The academic public's trust is imperative in emergency situations
- Social media tools, webinars, Q&A sessions, open communication playing crucial role when face-to-face communication is not available
- There is need to distinguish QA of online education and emergency remote teaching

NAQA Response to covid-19: Online accreditations

- On March 12, 2020 and March 26, 2020 - orders to cancel site-visits to HEIs during covid-19 quarantine
- March 18, 2020 provisional accreditation procedure adopted
- It is based on the following principles: temporary measures; full expertize including all meetings with stakeholders and evaluation of all accreditation criteria; no face-to-face contacts, all interviews should be done using videoconferencing and other IT tools only.
- March 2020- March 2021: more then 1100 online accreditations
- ENQA collection of cases, ENQA anniversary publication, EQAF presentation - <https://en.naqa.gov.ua/?p=910>
<https://www.enqa.eu/publications/advancing-quality-in-european-higher-education-celebrating-20-years-of-enqa/> <https://eua.eu/events/72-2020-european-quality-assurance-forum.html>

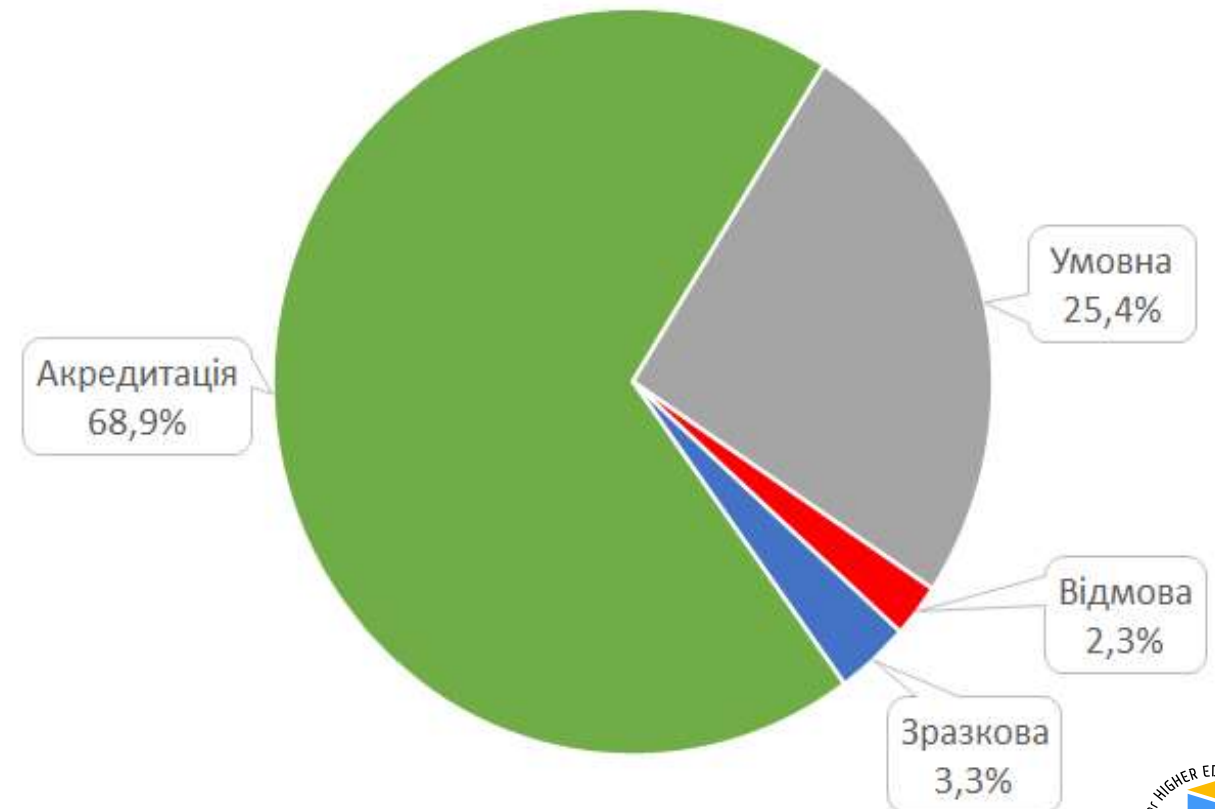
NAQA Final Decisions (1500 in total):

A - 3.3%

B - 68.9%

E - 25.4%

F - 2.3%



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Positives and negatives of remote site visits

Positives	Negatives
<ul style="list-style-type: none">- No delays in external quality assurance- Transparency of the process- Availability of such stakeholders as employers and alumni located in different cities and countries- Time saving process for experts (no need to travel)- Cost-saving process for NAQA and HEIs	<ul style="list-style-type: none">- Initial threats and concerns of Universities representatives- More documents required as evidence- Some technical challenges- No feeling of 'the University spirit'- Lack of live communication

How to improve the quality of learning outcomes by the systematic implementation of QA mechanisms

Systematic well-structured surveys is a key tool to improve the LO – Online Survey Platform

- Consider students' feedback – regular student surveys
- Employers' updates and engagement
- Communication with Alumni

The impact of new QA practices imposed by the online work on the roles of different stakeholders

- Some stakeholders can be engaged more easily in remote mode - Availability of such stakeholders as employers and alumni located in different cities and countries
- The current practice is evidence of transparent, sustaining, and innovative ways of communication of QA institutions and networks towards the key stakeholders
- QA Agencies supportive communication with stakeholders is a basis for maintaining trust and building effective relationship during emergency times

What new governance should be established to face new QA challenges

- Online accreditation platform
- Legitimization of remote mode of site visits
- Decision making – online and mixed meetings of councils and boards



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Thank you for your attention!



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